DOCUMENT RESUME

ED 298 161 TM 012 278

TITLE	Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
INSTITUTION	Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO	GE6-725-05
PUB DATE	86
NOTE	29p.; For related documents, see TM 012 277, and TM 012 283-284.
AVAILABLE FROM	Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Educational Objectives; Elementary School Students; *Grade 5; Graphs; Inferences; Intermediate Grades; Logic; *Minimum Competency Testing; Reading Comprehension; Reading Instruction; *Reading Tests; Reference Materials; State Programs; Test Construction; *Testing Programs; Vocabulary Skills
IDENTIFIERS	Cause Effect Relationship; *Texas Educational Assessment of Minimum Skills

ABSTRACT

The reading learning objectives for fifth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) identify the main idea of a text; (2) use context to understand the meaning of words; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause-and-effect relationships; (8) identify the parts of a book used to obtain information; and (9) use graphic sources to obtain information. Sample test items are provided for each of the skill areas. (TJH)

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ED298161

Texas Educational Assessment of Minimum Skills

Reading Objectives and Measurement Specifications 1986-1990 Grade 5

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Texas Education Agency
Division of Student Assessment
1986

Texas Educational Assessment of Minimum Skills

Reading Objectives and Measurement Specifications 1986-1990 Grade 5

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Division of Student Assessment
Texas Education Agency
Austin, Texas

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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CONTENTS

List of Objectives 1

General Specifications 2

Objectives and Measurement Specifications 4

Objective 1. Identify the main idea 4

Objective 2. Use context to understand the meaning of words 6

Objective 3. Identify specific details 8

Objective 4. Identify the sequence of events 10

Objective 5. Draw logical conclusions 12

Objective 6. Distinguish between fact and opinion 14

Objective 7. Identify cause-and-effect relationships 16

Objective 8. Identify the parts of a book used to obtain information 18

Objective 9. Use graphic sources to get information 19

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 5 READING

List of Objectives

Skill Area: Main Idea

Objective 1. Identify the main idea.

Skill Area: Word Meaning

Objective 2. Use context to understand the meaning of words.

Skill Area: Detail

Objective 3. Identify specific details.

Objective 4. Identify the sequence of events.

Skill Area: Inference

Objective 5. Draw logical conclusions.

Objective 6. Distinguish between fact and opinion.

Objective 7. Identify cause-and-effect relationships.

Skill Area: Reference Usage

Objective 8. Identify the parts of a book used to obtain information.

Objective 9. Use graphic sources to get information.

GRADE 5 READING

General Specifications

I. Reading Selections

A. Except where noted otherwise, the readability of the reading selections will range from 4.5 to 5.5 when assessed by the Harris-Jacobson Wide Range Readability Formula.

B. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list through Grade 5. Proper nouns and words explained in a reading selection are excluded from this requirement.

C. Selections will represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items will be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Selections will include recipes, poetry, narratives, fiction, and factual accounts of a nontechnical nature from science, social studies, and health.

F. Reading selections will be of varying lengths and will range from 60 to 300 words in length.

G. Each reading selection will be used as a stimulus for more than one item and as a measure of more than one objective.

H. The content of selections will be appropriate for the interests and experiences of fifth grade students.

II. Test Items

A. For each item, there will be four answer choices with only one correct answer.

B. When items relate to reading selections, the correct answer will be dependent upon the selection.

C. Except where noted otherwise, all words in the items, including the answer choices, will be taken from the TEA cumulative vocabulary list through Grade 5. Proper nouns and words explained by a reading selection are excluded from this requirement.

D. Neither "none of the above" nor "all of the above" will be used as an answer choice.

III. Test Package Format

A. The test will be printed in black ink on white paper.

B. Reading selections, graphic displays, and their corresponding test items and answer choices will appear on the same or facing pages.

C. Type size will be appropriate for fifth grade students.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: MAIN IDEA

Objective 1

Identify the main idea.

Description of Test Items

1. A test item will consist of a boxed reading selection followed by the question, "What is the main idea of this passage?"

2. The selection will develop one main idea. The main idea will be implied in the selection and will be supported by topic sentences and details.

Description of Answer Choices

1. The correct answer will be a main idea statement that is both accurate and of the appropriate scope.

   a. A statement that is accurate contains information supported by the selection.

   b. A statement that is of the appropriate scope encompasses all of the most important details contained in the selection.

2. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a statement that is contradicted by information in the text,

   b. inappropriate in scope, that is, a statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection, or

   c. irrelevant, that is, a statement that introduces information not included in the text. The statement must contain at least one concept from the selection.

3. Answer choices will be presented in the same format (e.g., paraphrased or restated) as the correct answer choice. Pronouns, however, may be substituted for proper nouns.

Example of Test Item*

Read the following passage. Then answer the question.

DISCOVERY OF SPANISH SHIPS

In 1967, a group of treasure hunters discovered the sunken wrecks of two very old Spanish ships off Padre Island. By studying these wrecks, scientists have helped tell the story of what happened to the ships.

These vessels had been among a fleet of 54 ships sailing to the New World from Spain in 1553. Many of the ships did not make it past the Canary Islands because of bad weather. In 1554, the remaining ships were returning to Spain with silver and gold from Mexico. Scientists believe the ships were probably overloaded. A terrible storm blew them off course, and they crashed against the Padre Island coast. About 250 of the 300 persons on board the ships were drowned. Those who made it to shore died in southern Texas.

Not long after this, other Spanish ships came to search for the silver and gold on the wrecked ships. Much of the treasure was recovered by sailors on these ships. However, the modern-day treasure hunters were also successful -- over 400 years later!

What is the main idea of this passage?

A	Treasure hunters discovered sunken wrecks off Padre Island.	(correct answer)
B	Spanish people found silver and gold.	(irrelevant)
C	Treasure hunting has an interesting history.	(inappropriate in scope)
D	Scientists learned about the past.	(inappropriate in scope)

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere to illustrate how one selection can be used to measure several objectives.

SKILL AREA: WORD MEANING

Objective 2

Use context to understand the meaning of words.

Description of Test Items

1. The test item will not be referenced to a reading selection.

2. A boxed sentence that contains an underlined word will be presented. The sentence will not exceed 16 words in length.

3. In general, the underlined word will be an unfamiliar word drawn from the TEA cumulative vocabulary list for Grade 9. The unfamiliar word may be a multiple-meaning word.

4. Homonyms will not be tested.

5. One or more context clues will be provided to allow students to select the appropriate meaning. Context clues may be any of the following types:

   a. An example of a situation created by, resulting from, or equivalent to the referent of the underlined word; for example, "The hungry dogs were devouring the food."

   b. A synonym for the underlined word; for example, "Jim used many gestures when he talked, for example, moving his arms up and down."

   c. An antonym for the underlined word; for example, "John understood the math assignment, but I was bewildered."

   d. A setting that limits the meaning of the underlined word; for example, "The traffic was so great, that our car was immobilized." The structure of the sentence, the meaning of the sentence, or both may contribute to this setting.

Description of Answer Choices

1. The correct answer will be a plausible definition of the underlined word that is supported by the given context.

2. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a definition that is opposite in meaning from the underlined word,

   b. similar, that is, a definition of a word that is similar in spelling to the underlined word,

c. incomplete, that is, a definition that does not take into account all the appropriate information presented in the selection, or

d. irrelevant, that is, a plausible but incorrect definition of the underlined word.

3. Each answer choice will fit grammatically into the sentence and will not exceed 12 words in length.

Example of Test Item

Choose the word or group of words that tells the meaning of the underlined word used in the sentence.

> We tried to take the stain out of the carpet but couldn't because it was indelible.

A	lasting	(correct answer)
B	not permanent	(contradicted)
C	beautiful	(irrelevant)
D	removable	(contradicted)

SKILL AREA: DETAIL

Objective 3

Identify specific details.

Description of Test Items

1. A boxed reading selection that contains specific details will be presented.

2. The details to be tested will be stated within the selection. Recall of insignificant facts will not be tested.

3. Inferences, outcomes, and conclusions will not be measured.

4. The reading selection will be followed by a question about a significant detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "how many," or "how much."

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the selection.

2. The correct answer choice will be the detail from the selection that is asked for by the question.

3. An incorrect answer choice will be one of the following types:

   a. incorrect detail, that is, an accurate description of any detail contained in the selection which does not correctly answer the test item, or

   b. irrelevant, that is, a description of any detail not contained in the selection.

Example of Test Item*

Read the following passage. Then answer the question.

A WONDERFUL PLANT

When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.

But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

How was kudzu often used in Japan?

A	to feed cattle	(correct answer)
B	to stop soil from washing away	(incorrect detail)
C	to make Japanese gardens beautiful	(irrelevant)
D	to cover trees and fields	(incorrect detail)

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere to illustrate how one selection can be used to measure several objectives.

SKILL AREA: DETAIL

Objective 4

Identify the sequence of events.

Description of Test Items

1. A boxed reading selection will be presented.

2. Each selection will include four to seven sequential events that are described in the order they occur.

3. The test item will ask students to identify the event described in the reading selection which is either:

   a. first,

   b. last,

   c. just before a specified event described in the reading selection, or

   d. just after a specified event described in the reading selection.

4. The item may contain words which indicate sequence (e.g., first, next, finally).

5. After reading a selection, students will identify the order in which events occurred.

Description of Answer Choices

1. Each answer choice will consist of one step in the form of a phrase, clause, or sentence. Answer choices will be no more than 12 words in length.

2. The correct answer choice will be an accurate description (restated or paraphrased) of the step contained in the reading selection which answers correctly the selection-dependent question.

3. An incorrect answer choice will be one of the following types:

   a. incorrect step, that is, an accurate description of a step contained in the selection but not the step specified by the test question, or

   b. irrelevant, that is, a description of a step not contained in the selection.

Example of Test Item

Read the following passage. Then answer the question.

DISCOVERY OF SPANISH SHIPS

In 1967, a group of treasure hunters discovered the sunken wrecks of two very old Spanish ships off Padre Island. By studying these wrecks, scientists have helped tell the story of what happened to the ships.

These vessels had been among a fleet of 54 ships sailing to the New World from Spain in 1553. Many of the ships did not make it past the Canary Islands because of bad weather. In 1554, the remaining ships were returning to Spain with silver and gold from Mexico. Scientists believe the ships were probably overloaded. A terrible storm blew them off course, and they crashed against the Padre Island coast. About 250 of the 300 persons on board the ships were drowned. Those who made it to shore died in southern Texas.

Not long after this, other Spanish ships came to search for the silver and gold on the wrecked ships. Much of the treasure was recovered by sailors on these ships. However, the modern-day treasure hunters were also successful -- over 400 years later!

Much of the treasure the ships carried was found soon after the

A ships were destroyed (correct answer)

B scientists began their work (incorrect step)

C wrecks were found in 1967 (incorrect step)

D ships left the Canary Islands (incorrect step)

SKILL AREA: INFERENCE

Objective 5

Draw logical conclusions.

Description of Test Items

1. A boxed reading selection will be presented.

2. The test item will ask students to draw a conclusion.

3. The conclusion requested in the question will be supported by topic sentences and details given in the reading selection.

4. The conclusion will be implied in the selection and may be a prediction of what will happen next.

Description of Answer Choices

1. The correct answer choice will be a reasonable conclusion that can be drawn from information provided in the selection. This conclusion will be accurate, relevant, and supported by information in the selection.

2. An incorrect answer choice will be plausible but incorrect conclusions of the following types:

   a. contradicted, that is, a statement which is contradicted by information in the selection,

   b. unsupported, that is, a statement for which insufficient supporting evidence is provided in the selection, or

   c. irrelevant, that is, a statement for which no supporting evidence is provided in the selection. This statement always contains at least one concept included in the reading selection but usually introduces information not in the selection.

Example of Test Item

Read the following passage. Then answer the question.

A WONDERFUL PLANT

When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.

But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

In the future, Americans will most likely

A	control the growth of kudzu	(correct answer)
B	use kudzu in weaving	(unsupported)
C	sell kudzu to other countries	(irrelevant)
D	plant much more kudzu	(contradicted)

SKILL AREA: INFERENCE

Objective 6

Distinguish between fact and opinion.

Description of Test Items

1. A boxed reading selection will be presented.
2. The selection will include statements of fact and statements of opinion.
3. Opinion statements must be made obvious by using clue words such as "think," "feel," and "believe" or words expressing an opinion such as "pretty," "ugly," or "nice."
4. The test item will ask students to identify either a statement of fact or a statement of opinion.
5. The word "fact" or "opinion" will be underlined in the test question.

Description of Answer Choices

1. All answer choices will consist of statements given in the selection.
2. In any set of answer choices there will be either three statements of fact and one statement of opinion or three statements of opinion and one statement of fact.

Example of Test Item

Read the following passage. Then answer the question.

A WONDERFUL PLANT

When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.

But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

Which one of the following statements is an opinion?

A	Americans feel there is little good to say about kudzu.	(correct answer)
B	In Japan, kudzu was eaten and fed to cattle.	(fact)
C	Kudzu grows faster in the southern states than in Japan.	(fact)
D	Kudzu has shorted out electricity.	(fact)

SKILL AREA: INFERENCE

Objective 7

Identify cause-and-effect relationships.

Description of Test Items

1. A boxed reading selection will be presented.
2. A cause-and-effect relationship will be stated in the reading selection.
3. The selection may develop more than one cause-and-effect relationship.
4. The cause-and-effect relationship to be tested will be supported by details in the selection.
5. The item stem will present a clear statement of either a cause or an effect stated in the selection.

Description of Answer Choices

1. The answer choices will consist of four statements of possible cause or effect.
2. The correct answer choice will be either the cause or effect called for in the test item.
3. The incorrect answer choices will be statements of plausible cause or effect that are not supported by information given in the selection.

Example of Test Item

Read the following passage. Then answer the question.

A WONDERFUL PLANT

When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.

But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

Kudzu has covered millions of acres of fields because it

A	grows very fast	(correct answer)
B	is a popular food crop	(plausible but unsupported)
C	keeps weeds from growing	(plausible but unsupported)
D	is fed to cattle in Southern states	(plausible but unsupported)

SKILL AREA: REFERENCE USAGE

Objective 8

Identify the parts of a book used to obtain information.

Description of Test Items

1. The item will not be referenced to a reading selection.
2. The test item will ask students to identify which part of a book should be used to obtain specified information.
3. Four parts of the book will be tested: table of contents, title page, index, and glossary.

Description of Answer Choices

1. Each answer choice will be one of the four parts listed above.
2. The correct answer will be the part of a book appropriate for finding the specified information.
3. Incorrect answer choices will be the parts of a book inappropriate for finding the specified information.

Example of Test Item

Choose the part of a book that would be most helpful.

To find the meaning of an unfamiliar word in a science book you are reading, you should look in the

A	glossary	(correct answer)
B	table of contents	(incorrect answer)
C	index	(incorrect answer)
D	title page	(incorrect answer)

SKILL AREA: REFERENCE USAGE

Objective 9

Use graphic sources to get information.

Description of Test Items

1. A test item will present one of the following graphic sources of information: diagram, list, map, picture, schedule, or table. (Maps will include both a legend and a directional indicator. The legend will include the map symbols for things such as airports, rivers, and city parks.)

2. Each graphic source will be followed by at least one question that requires students to obtain information from the graphic source. The question(s) will specify the information to be obtained and will provide any data necessary for finding that information.

3. Mathematical operations will not be required.

Description of Answer Choices

1. The correct answer choice will be the piece of information derived from the graphic source that accurately answers the test question.

2. An incorrect answer choice will be one of the following types:

   a. adjacent information, that is, information from the graphic source that is next to the requested information,

   b. similar information, that is, information from the graphic source that is similar in meaning or appearance to the requested information, or

   c. incorrect information, that is, information from the graphic source that does not answer the question.

Examples of Test Item

Use this schedule to answer the questions.

BUS SCHEDULE			
Plainfield to Orange		Orange to Plainfield	
Leave	Arrive	Leave	Arrive
7:00 A.M.	8:30 A.M.	8:00 A.M.	9:30 A.M.
12:00 Noon	1:30 P.M.	11:00 A.M.	12:30 P.M.
4:00 P.M.	5:30 P.M.	3:30 P.M.	5:00 P.M.

(a) What time does the last bus from Orange to Plainfield leave?

A 3:30 P.M. (correct answer)

B 4:00 P.M. (similar information)

C 5:00 P.M. (adjacent information)

D 5:30 P.M. (adjacent information)

(b) When does the bus that leaves Plainfield at 12:00 noon arrive in Orange?

A 1:30 P.M. (correct answer)

B 4:00 P.M. (adjacent information)

C 8:30 A.M. (adjacent information)

D 5:30 P.M. (adjacent information)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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